

ELP Standards Teachers' Guide

Reading

ELL I (Correlates to Kindergarten)

ELL I Print Concepts

Standard: The student will demonstrate understanding of print concepts of the English language.

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Demonstrate book handling skills.	Demonstrate <u>appropriate</u> book handling skills.	<ul style="list-style-type: none"> • Hold a book right side up. • Turn pages in the correct direction. • Identify front cover, back cover, and title page. • Recognize left to right and top to bottom directionality of English reading. • Start at the top left of a page and track words from left to right with return sweep. 	Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts PO 2. Hold a book right side up and turn pages in the correct direction. PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.
2. Recognize that print represents a spoken language and conveys meaning.	Recognize that print represents a spoken language and conveys meaning.	<ul style="list-style-type: none"> • Recognize his/her own name. • Recognize words such as <i>Exit</i> and <i>Danger</i> in signs. 	Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).
3. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	Recognize that sentences in print are made up of separate words. Recognize that words are represented by specific sequences of letters.	<ul style="list-style-type: none"> • Read own name. • Recognize words such as <i>Exit</i> and <i>Danger</i> in signs. • Understand that sentences are made up of words. • Pick out a word in a sentence. 	Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.

ELL I Phonemic Awareness and Decoding

Standard: *The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Produce English graphemes.	<p>Produce English graphemes that <u>correspond</u> to graphemes the student already hears and produces in his or her first language.</p> <p>Produce English graphemes that <u>correspond</u> to graphemes the student already hears and produces in his or her first language, including initial and final consonants.</p> <p>Produce English graphemes that <u>do not correspond</u> to graphemes the student already hears and produces in his or her first language, including long and short vowels.</p>	<ul style="list-style-type: none"> For students whose first language is Spanish, use consonant sounds such as <i>k, l, m, n, p</i>. Use words such as <i>libro</i> or <i>clase</i> or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences. For students whose first language is Spanish, use sounds such as <i>th, ll, b</i> to demonstrate English long and short vowel sounds. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p>
2. Identify and produce rhyming words.	<p>Distinguish between spoken rhyming words and spoken non-rhyming words.</p> <p>Identify rhyming words in response to an oral prompt.</p> <p>Produce rhyming words in response to an oral prompt.</p>	<ul style="list-style-type: none"> Use an oral prompt to assist students. 	<p>Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness</p> <p>PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p>

3. Identify the initial and final sounds (not letters) of a spoken word.	<p>Identify the <u>initial</u> sounds (not letters) of a spoken word.</p> <p>Identify the <u>final</u> sounds (not letters) of a spoken word.</p>		Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness PO 7. Identify the initial and final sounds (not the letter) of a spoken word.
4. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes.	<p>Move sequentially from sound to sound.</p> <p>Represent the number and order of two and three isolated phonemes.</p>		Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness PO 8. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).
5. Orally produce groups of words that begin with the same initial sound.	<p>Orally produce groups of words that begin with the same initial sound.</p>		Strand 1: Reading Process (Kindergarten) Concept 2: Phonetic Awareness PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).
6. Recognize and name upper and lower case letters of the alphabet.	<p>Recognize and name <u>many</u> upper and lower case letters of the alphabet, including letters that are dissimilar.</p>	<ul style="list-style-type: none"> • Use uppercase and lowercase letters that are similar such as <i>Ss, Pp, Cc</i>. • Use uppercase and lowercase letters that are dissimilar such as <i>D d</i>. 	Strand 1: Reading Process (Kindergarten) Concept 3: Phonics PO 1. Identify letters of the alphabet (upper and lower case).

ELL I Vocabulary

Standard: *The student will acquire English language vocabulary and use it in relevant contexts.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Sort common objects into basic categories.	Sort <u>most</u> common items into basic categories.	<ul style="list-style-type: none"> Have students sort items into basic categories such as: <ul style="list-style-type: none"> • <i>colors</i>, • <i>food</i>, • <i>animals</i>, • <i>shapes</i>. 	Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).
2. Identify signs, symbols, and labels in the environment.	Identify <u>many</u> common signs, symbols, and labels in the environment.	<ul style="list-style-type: none"> Have students identify traffic signs. 	Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text PO 2. Identify signs, symbols, labels, and captions in the environment.
3. Comprehend with the aid of picture cues grade-level words.	Comprehend <u>one or two simple</u> grade-level words when heard or read aloud.	<ul style="list-style-type: none"> Use picture cues. Have students point, label, or name common grade level words, when heard or read aloud. 	Strand 1: Reading Process (Kindergarten) Concept 4: Vocabulary PO 1. Determine what words mean from how they are used in a sentence, heard, or read.

ELL I Comprehending Text

Standard: *The student will analyze text for expression, enjoyment, and response to other related content areas.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Respond orally to stories read to him or her.	Answer factual comprehension questions. Use key words, short phrases, and some simple sentences.	<ul style="list-style-type: none"> • Dramatize stories. • Have students use physical actions such as: <ul style="list-style-type: none"> • <i>pointing to an answer,</i> • <i>matching objects,</i> • <i>drawing pictures.</i> • Have students answer simple questions. 	Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature PO 2. Identify elements of a story, including characters, setting, and key events.
2. Identify basic sequences of events in stories.	Identify basic sequences of events in stories read aloud.	<ul style="list-style-type: none"> • Have students arrange a series of familiar pictures in sequence. • Have students use key words and physical actions. 	no correlation
3. Follow written directions for classroom activities that are accompanied by pictures cues.	Follow <u>short two-to three-step</u> written directions for <u>classroom activities</u> accompanied by picture cues. Follow <u>short two-to three-step</u> written directions for <u>science</u> lab investigations accompanied by picture cues. Follow <u>short two-to three-step</u> written directions to solve <u>math</u> problems accompanied by picture cues.	<ul style="list-style-type: none"> • Use picture cues. 	Strand 3: Comprehending Informational Text (Kindergarten) Concept 2: Functional Text PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

<p>4. Participate in choral reading.</p>	<p><u>Consistently</u> act out the meaning of choral reading selections.</p> <p><u>Sometimes</u> verbally state the words of predictably patterned selections of fiction and poetry that are read aloud.</p>		<p>Strand 2: Comprehending Literary Text (Kindergarten) Concept 1: Elements of Literature</p> <p>PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>
<p>5. Restate information from expository text read aloud by the teacher.</p>	<p>Restate information from expository text read aloud by the teacher.</p> <p>Use key words, short phrases, and <u>some</u> simple sentences, with teacher support.</p>	<ul style="list-style-type: none"> • Read aloud text to students. • Provide support if necessary. 	<p>Strand 3: Comprehending Informational Text (Kindergarten) Concept 1: Expository Text</p> <p>PO 2. Restate facts from listening to expository text.</p> <p>PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p>
<p>6. Make predictions about content based on book title and illustrations.</p>	<p>Make predictions about content based on book title and illustrations.</p>		<p>Strand 1: Reading Process (Kindergarten) Concept 6: Comprehension Strategies</p> <p>PO 1. Make predictions based on title, cover, illustrations, and text.</p>

ELP Standards Teachers' Guide

Reading

ELL II (Correlates to Grades 1-2)

ELL II Print Concepts

Standard: The student will demonstrate understanding of print concepts of the English language.

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Demonstrate book handling skills.	Demonstrate <u>appropriate</u> book handling skills.	<ul style="list-style-type: none"> • Hold a book right side up. • Turn pages in the correct direction. • Identify front cover, back cover, and title page. • Recognize left to right and top to bottom directionality of English reading. • Start at the top left of a page and track words from left to right with return sweep. 	<p>Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction. PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p>
2. Demonstrate the one-to-one correlation between a spoken word and a printed word.	Read simple sentences.	<ul style="list-style-type: none"> • Read own name. • Recognize words such as <i>Exit</i> and <i>Danger</i> in signs. • Understand that sentences are made up of words. • Pick out a word in a sentence. 	<p>PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs). PO 7. Recognize the concept of words by segmenting spoken sentences into individual words. PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>

3. Identify letters, words, and sentences.	Identify letters, words, and sentences.		Strand 1: Reading Process (Kindergarten) Concept 1: Print Concepts PO 5. Distinguish between printed letters and words. PO 6. Recognize that spoken words are represented in written language by specific sequences of letters. PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.
4. Recognize the distinguishing features of a sentence.	Recognize a sentence by examining its features, such as capitalization and ending punctuation.		Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).
5. Identify organizational features of a book.	Identify the title, author, and table of contents of a book.		Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts PO 4. Identify the title, author, and table of contents of a book. Strand 3: Comprehending Informational Text (Grade 2) Concept 1: Expository Text PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.
6. Alphabetize a series of words.	Alphabetize a series of words to the <u>first</u> letter.		Strand 1: Reading Process (Grade 1) Concept 1: Print Concepts PO 1. Alphabetize a series of words to the first letter.

ELL II Phonemic Awareness and Decoding

Standard: *The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Produce English graphemes.	<p>Produce English graphemes that <u>do not correspond</u> to graphemes the student already hears and produces in his or her first language, including long and short vowels.</p> <p>Produce English graphemes represented by <u>all</u> the single-lettered consonants and vowels.</p>	<ul style="list-style-type: none"> • Have students produce graphemes that appear in their native language. • For students whose first language is Spanish, use consonant sounds such as <i>k, l, m, n, p</i>. • Use words such as <i>libro</i> or <i>clase</i> or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences. • Demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences. • Have students produce graphemes that do not appear in their native language. • For students whose first language is Spanish, use sounds such as <i>th, ll, b</i> to demonstrate English long and short vowel sounds. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p>
2. Generate sounds from letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	<p>Generate sounds from <u>some</u> letters and letter patterns, including consonant blends and short-vowel patterns (phonograms).</p> <p>Combine those sounds into recognizable words.</p>		<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p>

<p>3. Distinguish initial, medial, and final sounds in single-syllable words.</p>	<p>Distinguish initial sounds in single-syllable words.</p> <p>Distinguish medial sounds in single-syllable words.</p> <p>Distinguish final sounds in single-syllable words.</p>	<ul style="list-style-type: none"> • Have students distinguish <u>initial</u> sounds such as (<u>s</u>/a/t). • Have students distinguish <u>medial</u> sounds such as (s/<u>a</u>/t). • Have students distinguish <u>final</u> sounds such as (s/a/<u>t</u>). 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.</p>
<p>4. Move sequentially from sound to sound and represent the number, order, and similarity or difference of isolated phonemes.</p>	<p>Move sequentially from sound to sound.</p> <p>Represent the number, order, and similarity or difference of <u>two and three</u> isolated phonemes.</p>	<ul style="list-style-type: none"> • Use manipulatives to mark phonemes • Have students identify <u>similarities</u> between isolated phonemes. • Have students identify <u>differences</u> between isolated phonemes. 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p>
<p>5. Orally blend English phonemes (letter sounds) into recognizable words.</p>	<p>Blend English phonemes to form single syllable words.</p> <p>Blend English short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables.</p> <p>Blend <u>two to four</u> phonemes orally into recognizable words.</p>	<ul style="list-style-type: none"> • Have students blend English phonemes to form single syllable words such as /m/a/n/ makes <i>man</i>. • Have students blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllable such as <i>an</i>, <i>man</i>. • Have students blend two to four phonemes into recognizable words such as /c/a/t=cat; /fl/a/t= flat. 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat).</p>

<p>6. Pronounce English graphemes.</p>	<p>Pronounce <u>many</u> English graphemes <u>with general accuracy</u> while reading aloud.</p>	<ul style="list-style-type: none"> Have students pronounce graphemes corresponding to sounds <u>that relate to their letter names</u> such as /m/, /n/, /p. 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger). PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p>
<p>7. Recognize and name upper and lower case letters of the alphabet.</p>	<p>Identify <u>all</u> letters of the alphabet (upper and lower case).</p>	<ul style="list-style-type: none"> Have students practice letter recognition using upper and lower case letters that are <u>similar</u> (<i>Pp, Ss, Cc</i>). Have students practice letter recognition using upper and lower case letters that are <u>dissimilar</u> (<i>Dd, Aa, Ee</i>). 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 1. Identify letters of the alphabet (upper and lower case).</p>

<p>8. Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p>	<p>Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p>	<ul style="list-style-type: none"> Example: change <i>hat</i> to <i>cat</i>, <i>pan</i> to <i>an</i>. 	<p>Strand 1: Reading Process (Kindergarten) Concept 3: Phonics</p> <p>PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.</p>
<p>9. Generate a series of rhyming words.</p>	<p>Identify rhyming words in response to an oral prompt, including consonant blends.</p> <p>Produce rhyming words in response to an oral prompt, including consonant blends.</p>		<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 1. Generate a series of rhyming words, including consonant blends.</p>
<p>10. Comprehend that as letters of words change, so do the sounds.</p>	<p>Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>Comprehend that as letters of words change, so do the sounds.</p>		<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>).</p>

<p>11. Segment spoken phonemes into individual phoneme sounds.</p>	<p>Segment spoken phonemes contained in <u>one-syllable words of two to five phonemes</u> into individual phoneme sounds.</p> <p>Segment spoken phonemes contained in <u>two-syllable words</u> into individual phoneme sounds.</p>	<ul style="list-style-type: none"> • Have students segment grade appropriate one-syllable words into their phonemes, using manipulatives to mark each phoneme such as “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme. • Have students segment grade appropriate two-syllable words into their phonemes such as “tiger” makes /t/.../i/.../g/.../er/. 	<p>Strand 1: Reading Process (Grade 1) Concept 2: Phonemic Awareness</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p> <p>Strand 1: Reading Process (Grade 2) Concept 2: Phonemic Awareness</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p>
<p>12. Recognize inflectional forms of words.</p>	<p>Recognize inflectional forms of words.</p> <p>Recognize irregular plurals.</p>	<ul style="list-style-type: none"> • Have students use their knowledge of inflectional endings such as -s, -ed, -ing, to identify base words (e.g., look, looks, looked, looking). • Use the DSI irregular nouns list for grade-appropriate irregular noun plurals. 	<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 1. Recognize base words and their inflections (e.g., look, looks, looked, looking).</p> <p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p>

<p>13. Identify the words that comprise compound words and their meaning.</p>	<p><u>Often</u> identify the words that comprise compound words and their meaning.</p>		<p>Strand 1: Reading Process (Grade 1) Concept 3: Phonics</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>Strand 1: Reading Process (Grade 1) Concept 4: Vocabulary</p> <p>PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>
<p>14. Read common regular contractions.</p>	<p>Read <u>most</u> common regular contractions.</p>		<p>Strand 1: Reading Process (Grade 2) Concept 3: Phonics</p> <p>PO 7. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</p>

15. Read common abbreviations.	<u>Often</u> read common abbreviations.		Strand 1: Reading Process (Grade 2) Concept 3: Phonics PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently. Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).
16. Use knowledge of word order (syntax) and context to confirm decoding.	<u>Often</u> use knowledge of word order (syntax) and context to confirm decoding.		Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

ELL II Vocabulary

Standard: *The student will acquire English language vocabulary and use it in relevant contexts.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Recognize common high frequency sight words.	Recognize <u>many</u> (26 to 50) common high frequency sight words.		Strand 1: Reading Process (Grade 2) Concept 3: Phonics PO6. Recognize high frequency words and irregular sight words.
2. Comprehend with the aid of picture cues content-area words.	Comprehend with the aid of picture cues <u>many simple</u> content-area grade-level words. Comprehend with the aid of picture cues <u>a few more complex</u> content-area grade-level words	<ul style="list-style-type: none"> • Use picture cues. • Have student point, label, or name common grade level words when read aloud. • Examples of simple content-area words are: <i>sphere, cube, perimeter, body parts, and mountain.</i> • Examples of more complex content-area words are: <i>symmetry, equivalent, adaptation, continent, revolution, volcano, centimeter, pioneer, government.</i> 	Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 7. Use knowledge of word order (syntax) and context to confirm decoding.
3. Determine the meaning of compound words.	<u>Sometimes</u> determine the meaning of compound words by using knowledge of the two words that make up a compound word.	<ul style="list-style-type: none"> • Have students determine the meaning of compound words by using their knowledge of the individual words that form the compound words. 	Strand 1: Reading Process (Grade 1) Concept 3: Phonics PO 3. Use knowledge of base words to identify compound words. Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

<p>4. Recognize the meaning of common prefixes and suffixes when attached to known vocabulary.</p>	<p>Recognize the meaning of <u>a few</u> common prefixes and suffixes when attached to known vocabulary.</p>	<ul style="list-style-type: none"> Prefix examples: <i>un-</i>, <i>re-</i>, <i>dis-</i>. Suffix examples: <i>-ful</i>, <i>-ly</i>, <i>-less</i>. 	<p>Strand 1: Reading Process (Grade 2) Concept 4: Vocabulary</p> <p>PO 1. Identify simple prefixes (e.g., <i>un-</i>, <i>re-</i>) to determine the meaning of words.</p> <p>PO 2. Use knowledge of simple prefixes (e.g., <i>un-</i>, <i>re-</i>) to determine the meaning of words.</p> <p>PO 3. Identify simple suffixes (e.g., <i>-ful</i>, <i>-ly</i>) to determine the meaning of words.</p> <p>PO 4. Use knowledge of simple suffixes (e.g., <i>-ful</i>, <i>-ly</i>) to determine the meaning of words.</p>
<p>5. Understand key words that signal grade-specific mathematical operations.</p>	<p>Understand <u>some</u> key words that signal grade-specific mathematical operations.</p>	<ul style="list-style-type: none"> Introduce simple math vocabulary such as <i>plus</i>, <i>add to</i>, <i>sum</i>, <i>combine</i>, <i>decrease</i>, <i>minus</i>, <i>gives</i>. Introduce more complex math vocabulary such as <i>total of</i>, <i>increase by</i>, <i>fewer than</i>, <i>more than</i>, <i>less than</i>. 	<p>no correlation</p>
<p>6. Use picture dictionary to find the meanings of known vocabulary.</p>	<p>Use picture dictionary to find the meanings of known vocabulary.</p>	<ul style="list-style-type: none"> Use word walls with pictures to find the meaning of known vocabulary. Use personal dictionaries with pictures to find the meaning of known vocabulary. 	<p>no correlation</p>
<p>7. Know what homophones are.</p>	<p>Know what homophones are.</p>	<ul style="list-style-type: none"> Use examples of homophones such as <i>here</i>, <i>hear</i>, <i>to</i>, <i>too</i>, <i>two</i>; <i>hole</i>, <i>whole</i>. 	<p>no correlation</p>
<p>8. Know what idiomatic expressions are.</p>	<p>Know what idiomatic expressions are.</p>	<ul style="list-style-type: none"> Use examples of idiomatic expressions such as <i>last straw</i>, <i>cold feet</i>, <i>in hot water</i>. 	<p>no correlation</p>

ELL II Fluency

Standard: *The student will read with fluency and accuracy.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Read aloud grade-level text with fluency.	<p><u>Sometimes</u> read aloud familiar grade-level text with fluency.</p> <p><u>Sometimes</u> read aloud grade-level text with at least 90 percent accuracy.</p>	<ul style="list-style-type: none"> • Have students read aloud short, easy, familiar passages with accuracy. • Have students read aloud familiar grade-level text with accuracy and expression. • Have students read aloud familiar grade-level text with appropriate phrasing and attention to punctuation. 	<p>Strand 1: Reading Process (Grade 1) Concept 5: Fluency</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Strand 1: Reading Process (Grade 2) Concept 5: Fluency</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p>

ELL II Comprehending Text

Standard: *The student will analyze text for expression, enjoyment, and response to other related content areas.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting.	Retell a simple story, placing events in sequence. Include details about the events, characters, and setting.		Strand 2: Comprehending Literary Text (Grade 1) Concept 1: Elements of Literature PO 3. Sequence a series of events in a literary selection, heard or read.
2. Respond to stories by answering questions.	Answer questions about cause and effect (in stories). Answer questions about other relationships (in stories).		Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature PO 4. Identify cause and effect of specific events in a literary selection.
3. Predict what might happen next in a reading selection.	Predict what might happen next in a reading selection.	<ul style="list-style-type: none"> Have students make predictions about the content of a reading selection based on the book title and illustrations. Have students make predictions about the content based on the text of the reading selection. 	Strand 1: Reading Process (Grade 1) Concept 6: Comprehension Strategies PO 1. Predict what might happen next in a reading selection.
4. Compare a prediction about an action or event to what actually occurs in the reading selection.	Compare a prediction about an action or event to what actually occurs in the reading selection.		Strand 1: Reading Process (Grade 2) Concept 6: Comprehension Strategies PO2. Compare a prediction about an action or event to what actually occurred within a text.

<p>5. Identify rhyme, rhythm, and repetition in poetry.</p>	<p>Identify rhyming pairs in poetry.</p> <p>Identify rhyme, rhythm, and repetition in poetry.</p>	<ul style="list-style-type: none"> • Have students participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud. • Have students participate in the reading of poetry by clapping and chanting to rhythms and rhymes. 	<p>Strand 2: Comprehending Literary Text (Grade 1) Concept 1: Elements of Literature</p> <p>PO 5. Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.</p> <p>Strand 2: Comprehending Literary Text (Grade 2) Concept 1: Elements of Literature</p> <p>PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p>
<p>6. Respond to basic comprehension questions about expository text read independently.</p>	<p>Respond to basic comprehension questions about expository text read <u>independently</u>.</p> <p>Use key words, short phrases, and simple sentences.</p>	<ul style="list-style-type: none"> • Have students restate information from expository text read aloud, with teacher support. • Have students answer basic comprehension questions about expository text read aloud. 	<p>Strand 3: Comprehending Informational Text (Grade 1) Concept 1: Expository Text</p> <p>PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p>
<p>7. Identify the main idea of expository or functional text read independently.</p>	<p>Identify the main idea of expository text or functional text read <u>independently</u>.</p> <p>Use key words, short phrases, and simple sentences.</p>		<p>Strand 3: Comprehending Informational Text (Grade 1) Concept 1: Expository Text</p> <p>PO 1. Identify the topic of expository text, heard or read.</p>

<p>8. Indicate the meaning of common signs, graphics, and symbols.</p>	<p>Indicate the meaning of common signs, graphics, and symbols.</p>	<ul style="list-style-type: none"> Use common signs, graphics, and symbols such as <i>traffic</i>, <i>safety</i>, <i>warning signs</i>, <i>computer icons</i>, <i>map features</i>, <i>mathematical symbols</i>, <i>simple charts</i>, and <i>graphs</i>. 	<p>Strand 3: Comprehending Informational Text (Grade 1) Concept 2: Functional Text</p> <p>PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts, and graphs).</p>
<p>9. Comprehend simple mathematics word problems.</p>	<p><u>Sometimes</u> demonstrate comprehension of <u>some</u> simple mathematics word problems.</p>	<ul style="list-style-type: none"> Have students identify specific details, such as <i>numbers</i>, <i>letters</i>, <i>a few key words</i>, and <i>short expressions</i> of mathematical text read to them. 	<p>no correlation</p>
<p>10. Follow written directions for classroom activities.</p>	<p>Follow <u>up to five-step</u> written directions for <u>classroom activities</u> using a few picture cues to assist.</p> <p>Follow <u>up to five-step</u> written directions for lab investigations in <u>science</u> using a few picture cues to assist.</p> <p>Follow <u>up to five-step</u> written directions for solving a <u>math</u> problem using a few picture cues to assist.</p>		<p>Strand 3: Comprehending Informational Text (Grade 1) Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions with picture cues to assist.</p> <p>Strand 3: Comprehending Informational Text (Grade 2) Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions.</p>

11. Comprehend content area words.	<p>Comprehend <u>most</u> content area words.</p> <p>Comprehend <u>most</u> grade-level <u>math</u> vocabulary.</p> <p>Comprehend <u>most</u> grade-level <u>science</u> vocabulary.</p> <p>Comprehend <u>most</u> grade-level <u>social studies</u> vocabulary.</p>		no correlation
12. Extract information from graphic organizers to comprehend text.	<p>Demonstrate the ability to extract information from graphic organizers to comprehend text.</p>	<ul style="list-style-type: none"> • Have students use various graphic organizers such as <i>webs</i>, <i>Venn diagrams</i>, and <i>flow charts</i>. 	no correlation

ELP Standards Teachers' Guide

Reading

ELL III (Correlates to Grades 3-5)

ELL III Print Concepts

Standard: The student will demonstrate understanding of print concepts of the English language.

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Identify organizational features of a book.	Identify <u>many</u> organizational features of a book such as: <ul style="list-style-type: none"> • title, • author, • table of contents, • chapter titles, and • glossary. 		Strand 3: Informational Text (Grade 3) Concept 1: Expository Text PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing).</u>
2. Locate specific information by using organizational features of text.	Locate specific information by using organizational features of text such as: <ul style="list-style-type: none"> • title, • table of contents, • headings, • captions, • bold print, • italics, • key words, • glossary, • indices. 		Strand 3: Informational Text (Grade 4) Concept 1: Expository Text PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u>

3. Alphabetize a series of words.	Alphabetize a series of words to the <u>second</u> letter. Alphabetize a series of words to the <u>third</u> letter.		Strand 1: Reading Process (Grade 3) Concept 1: Print Concepts PO 1. Alphabetize a series of words to the third letter.
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ELL III Phonemic Awareness and Decoding

Standard: *The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Recognize common English morphemes in phrases and sentences.	Recognize <u>most</u> common English morphemes in phrases and <u>simple</u> sentences.	<ul style="list-style-type: none"> Have students decode and correctly pronounce English phonemes while reading aloud. 	Strand 1: Reading Process (Grade 3) Concept 3: Phonics PO 1. Read multi-syllabic words fluently, using letter-sound knowledge. PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).
2. Generate sounds from letters and letter patterns, and blend those sounds into recognizable words.	Generate sounds from <u>all</u> letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms). Blend those sounds into recognizable words.		Strand 1: Reading Process (Grade 3) Concept 3: Phonics PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.

<p>3. Pronounce English graphemes when reading multi-syllabic words aloud.</p>	<p>Pronounce English graphemes <u>with general accuracy</u> when reading multi-syllabic words aloud.</p>		<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: –ing, –ed, or –able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in –tion, –sion, (e.g., election, vision) • with complex word families (e.g., ight, -ought); and • that include common prefixes, suffixes and root words.
<p>4. Apply knowledge of basic syllabication rules when decoding.</p>	<p>Apply knowledge of basic syllabication rules when decoding <u>four- or five-syllable written words</u>.</p>	<ul style="list-style-type: none"> • Have students orally segment two or three syllable words such as <i>sup/per</i>, or <i>family</i> into syllables. • Have students count the number of sounds in the syllables and the number of syllables in the words. 	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p>

<p>5. Read words from word families.</p>	<p>Read words from <u>common</u> word families.</p> <p>Read words from <u>complex</u> word families.</p>	<ul style="list-style-type: none"> • Have students read inflectional forms of words including irregular plural such as <i>wife/wives</i>. • Use common word families such as <i>-ite, -ate., -ab, -ail, -ake, -an</i>. • Use complex word families such as <i>-ought, -ight</i>. 	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: <i>-ing, -ed, or -able</i> (e.g., <i>use/using/used/usable</i>) • with final consonants that need to be doubled when adding an ending (e.g., <i>hop/hopping</i>) • that require changing the final y to i (e.g., <i>baby/babies</i>) • that end in <i>-tion, -sion</i>, (e.g., <i>election, vision</i>) • with complex word families (e.g., <i>ight, -ought</i>); and • that include common prefixes, suffixes and root words.
<p>6. Identify the words that comprise compound words and their meaning.</p>	<p><u>Consistently</u> identify the words that comprise compound words and their meaning.</p>		<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., <i>lunchtime, daydream, everyday</i>).</p>
<p>7. Read common abbreviations.</p>	<p><u>Consistently</u> read common abbreviations.</p>		<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 4. Read common abbreviations (e.g., <i>Wed., Sept.</i>) fluently.</p> <p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 3. Recognize words represented by common abbreviations (e.g., <i>Mr. Ave., Oct.</i>).</p>

8. Use knowledge of word order (syntax) and context to confirm decoding.	<u>Consistently</u> use knowledge of word order and context to confirm decoding.		Strand 1: Reading Process (Grade 3) Concept 3: Phonics PO 6. Use knowledge of word order (syntax) and context to confirm decoding.
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ELL III Vocabulary

Standard: *The student will acquire English language vocabulary and use it in relevant contexts.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Use knowledge of root words and affixes to determine the meaning of words.	Use knowledge of root words and affixes to determine the meaning of <u>many unknown</u> grade-level words.	<ul style="list-style-type: none"> Have students practice recognizing the meaning of many common prefixes and suffixes. By recognizing the meaning of common affixes, have students use their knowledge of affixes to determine the meaning of unfamiliar words such as <i>wonderful, washable, pre-game, misbehavior, radius, diameter, revolution, circumference, prehistoric, legislative, ecosystem, judicial, quadrilateral polygon, parallel, isosceles, confederation, phenomena, civilization, equilateral, perpendicular, scalene</i>. 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of prefixes (e.g., un-, re-, in-, dis-,) to determine the meaning of words.</p> <p>PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p> <p>PO 3. Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).</p> <p>PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p>
2. Determine the intended meaning of grade-level words with multiple meanings using word, sentence, and paragraph clues.	Determine the intended meaning of <u>many</u> grade-level words with multiple meanings using word, sentence, and paragraph clues.	<ul style="list-style-type: none"> Have students use their knowledge of word order and context to confirm the meaning of words such as <i>present</i> meaning <i>gift</i>, or <i>time</i>. 	<p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 2. Use context to determine the relevant meaning of a word.</p> <p>Strand 1: Reading Process (Grade 5) Concept 4: Vocabulary</p> <p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p>

<p>3. Recognize the meaning of grade-appropriate antonyms and synonyms.</p>	<p><u>Sometimes</u> recognize the meaning of grade-appropriate antonyms and synonyms in stories or games.</p>	<ul style="list-style-type: none"> • Start by having students use picture cues to assist them in determining the meaning of antonyms and synonyms. • Have students recognize the meaning of grade-appropriate antonyms such as <i>beginning/end</i> and <i>start/finish</i> and grade-appropriate synonyms such as (<i>end/finish</i> and <i>start/begin</i>) in stories or games. 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 6. Identify antonyms, synonyms, and homonyms for given words within text.</p>
<p>4. Use a standard dictionary.</p>	<p>Use standard dictionary to determine <u>meanings</u> of <u>some</u> unknown words.</p> <p>Use standard dictionary to determine the <u>pronunciations</u> of <u>some</u> unknown words.</p> <p>Comprehend what <u>kinds of information</u> a dictionary contains.</p>	<ul style="list-style-type: none"> • Have students practice using a picture dictionary to locate the meaning of words. • Have students use a standard dictionary to find multiple meanings of words. • Have students use a standard dictionary to find definitions of idioms. • Have students locate and identify the various kinds of information that a dictionary contains. 	<p>Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary</p> <p>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p> <p>Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p>
<p>5. Develop a sight word vocabulary.</p>	<p>Recognize <u>51 to 75</u> common regular and irregular sight words.</p> <p>Develop a basic sight word vocabulary of <u>76 to 100</u> words.</p>	<ul style="list-style-type: none"> • Examples of sight words: <i>the, have, said, of.</i> 	<p>Strand 1: Reading Process (Grade 3) Concept 3: Phonics</p> <p>PO 5. Recognize high frequency words and irregular sight words.</p>

6. Recognize the difference between figurative and literal language.	Recognize the difference between figurative and literal language.	<ul style="list-style-type: none"> Examples of figurative language: <i>(break the ice, bury the hatchet.</i> 	Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary PO 3. Determine the difference between figurative language and literal language.
7. Recognize analogies and similes in literature and texts in content areas.	Recognize <u>simple</u> analogies and similes in literature and texts in content areas.		Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary PO 4. Identify figurative language, including similes, personification, and idioms.
8. Demonstrate understanding of grade-appropriate idiomatic expressions.	<p>Demonstrate understanding of grade-appropriate idiomatic expressions by <u>responding</u> to such expressions appropriately.</p> <p>Demonstrate understanding of grade-appropriate idiomatic expressions by <u>using</u> such expressions appropriately.</p>	<ul style="list-style-type: none"> Have students practice defining idioms such as <i>on its last legs, touch and go.</i> Have students practice responding appropriately to idioms such as <i>give me a hand, scared silly, piece of cake.</i> Have students practice using idioms appropriately. 	Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary PO 3. Determine the difference between figurative language and literal language. PO 4. Identify figurative language, including similes, personification, and idioms.
9. Know the correct usage of problematic homophones.	<p>Understand what homophones are.</p> <p>Demonstrate the correct usage of <u>many</u> problematic homophones.</p>	<ul style="list-style-type: none"> Examples of homophones: <i>here, hear; to, too, two; hole, whole, here, hear; bear, bare, there, their, they're; your, you're.</i> 	Strand 1: Reading Process (Grade 3) Concept 4: Vocabulary PO 6. Determine the meaning of common synonyms, antonyms, and homonyms. Strand 1: Reading Process (Grade 4) Concept 4: Vocabulary PO 6. Identify antonyms, synonyms, and homonyms for given words within text.

10. Understand words that signal grade-specific mathematical operations.	Understand <u>most</u> words that signal grade-specific mathematical operations.	<ul style="list-style-type: none"> Examples of math vocabulary: <i>plus, add, sum, combine, decrease, minus, gives, total of, increase by, fewer than, more than, less than, difference between, increase, subtract, product, times, yields, divide, multiply, double, triple, per, ratio.</i> 	no correlation
11. Know the meaning of multiple-meaning words that have a different meaning in mathematics.	Know the meaning of <u>a few</u> multiple-meaning words that have a different meaning in mathematics.	<ul style="list-style-type: none"> Examples: <i>acute, obtuse.</i> 	no correlation

ELL III Fluency

Standard: *The student will read with fluency and accuracy.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners.	<p>Read aloud familiar grade-level text with expression.</p> <p>Read aloud familiar grade-level text with appropriate phrasing and attention to punctuation.</p> <p><u>Often</u> read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners.</p>	<ul style="list-style-type: none"> Have students read aloud many familiar passages. Have students read aloud familiar grade-level text. 	<p>Strand 1: Reading Process (Grade 3) Concept 5: Fluency</p> <p>PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p> <p>Strand 1: Reading Process (Grade 4) Concept 5: Fluency</p> <p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>
2. Read grade level text.	<p><u>Often</u> read grade level text with at least 90 percent accuracy.</p>		<p>Strand 1: Reading Process (Grade 3) Concept 5: Fluency</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy.</p>

ELL III Comprehending Text

Standard: *The student will analyze text for expression, enjoyment, and response to other related content areas.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Identify story elements in a literary selection.	<p>Identify the <u>basic</u> sequence of events.</p> <p>Make relevant predictions.</p> <p>Describe character traits (e.g. <i>honest, courageous</i>).</p> <p>Describe the setting, plot, and narrator of a story.</p> <p>Identify the components and main problem of a plot and its resolution.</p> <p>Identify <u>basic</u> story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.</p>		<p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature</p> <p>PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p>Strand 2: Comprehending Literary Text (Grade 4) Concept 1: Elements of Literature</p> <p>PO 1. Identify the main problem or conflict of a plot.</p> <p>PO 2. Identify the resolution of a problem or conflict in a plot.</p> <p>PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).</p> <p>PO 4. Distinguish between major characters and minor characters.</p> <p>PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p>PO 6. Identify the speaker or narrator in a literary selection.</p> <p>PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).</p> <p>PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.</p>

<p>2. Identify structural elements of poetry.</p>	<p>Identify rhyme, rhythm, and repetition in poetry.</p> <p>Identify sensory images in poetry.</p> <p>Identify <u>many</u> structural elements of poetry including verse and meter.</p>		<p>Strand 2: Comprehending Literary Text (Grade 3) Concept 1: Elements of Literature</p> <p>PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.</p> <p>Strand 2: Comprehending Literary Text (Grade 4) Concept 1: Elements of Literature</p> <p>PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</p>
<p>3. Identify the purpose, main ideas, key words, and important details in text that requires inference.</p>	<p>Respond to basic comprehension questions about expository text.</p> <p>Identify the main idea of expository or functional text.</p> <p>Identify the main ideas, key words, and important details in short expository text on a familiar topic.</p> <p>Identify the purpose, main ideas, key words, and important details in text that requires <u>some level of</u> inference.</p>	<ul style="list-style-type: none"> • Have students use phrases and simple sentences to respond to basic comprehension questions. 	<p>Strand 3: Comprehending Informational Text (Grade 3) Concept 1: Expository Text</p> <p>PO 1. Identify the main idea and supporting details in expository text.</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text</p> <p>PO 1. Identify the main idea and supporting details in expository text. PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p>

<p>4. Locate information from graphic features.</p>	<p>Locate various facts in response to questions about basic, short text.</p> <p><u>Often</u> locate specific information from graphic features or functional text.</p>	<ul style="list-style-type: none"> • Examples of graphic features: <i>charts, maps, diagrams, illustrations, tables, timelines.</i> • Examples of functional text: <i>maps, schedules, pamphlets.</i> 	<p>Strand 3: Comprehending Informational Text (Grade 3) Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text</p> <p>PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (<u>Connected to Research Strand in Writing</u>)</p>
<p>5. Interpret information from functional documents.</p>	<p>Indicate the meaning of common signs, graphics, and symbols.</p> <p>Interpret information from <u>a broader range of</u> functional documents.</p>	<ul style="list-style-type: none"> • Examples of common signs, graphics, and symbols: <i>computer icons, map features, mathematical symbols, simple charts, graphs.</i> • Examples of functional text: <i>maps, schedules, pamphlets, instructions, forms.</i> 	<p>Strand 3: Comprehending Informational Text (Grade 3) Concept 2: Functional Text</p> <p>PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 2: Functional Text</p> <p>PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>

<p>6. Identify cause and effect relationships in text.</p>	<p>Respond to stories by answering questions about cause and effect and other relationships between events.</p> <p>Distinguish cause from effect in expository text.</p> <p>Identify <u>stated or implied</u> cause and effect relationships in text.</p>		<p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text</p> <p>PO 7. Distinguish cause and effect.</p> <p>Strand 3: Comprehending Informational Text (Grade 5) Concept 1: Expository Text</p> <p>PO 7. Identify cause and effect relationships (stated and implied).</p>
<p>7. Follow written multiple-step instructions to perform routine procedures or answer questions.</p>	<p>Follow <u>a set of</u> written multiple-step instructions to perform routine procedures.</p> <p>Follow <u>a set of</u> written multiple-step instructions to answer questions.</p> <p>Follow <u>a set of</u> written multiple-step instructions including directions for lab investigations in <u>science</u>.</p> <p>Follow <u>a set of</u> written multiple-step instructions including <u>math</u> instructions for problem solving.</p>		<p>Strand 3: Comprehending Informational Text (Grade 3) Concept 2: Functional Text</p> <p>PO 1. Follow a set of written multi-step directions.</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 2: Functional Text</p> <p>PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>

<p>8. Identify persuasive strategies in text intended to influence readers' opinions and actions.</p>	<p>Distinguish fact from opinion in persuasive text.</p> <p>Identify persuasive <u>words</u> in text intended to influence readers' opinions and actions.</p> <p>Identify persuasive <u>strategies</u> in text intended to influence readers' opinions and actions.</p>	<ul style="list-style-type: none"> Examples of persuasive texts: <i>ads, product labels.</i> 	<p>Strand 3: Comprehending Informational Text (Grade 3) Concept 3: Persuasive Text</p> <p>PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 3: Persuasive Text</p> <p>PO 2. Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</p>
<p>9. Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings.</p>	<p>Use graphic organizers in order to <u>clarify</u> the meaning of text.</p> <p>Use graphic organizers to <u>organize</u> information in text.</p> <p>Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings.</p>	<ul style="list-style-type: none"> Examples of graphic organizers: <i>webs, Venn diagrams, flow charts, Herringbone Pattern, concept mapping.</i> 	<p>Strand 1: Reading Process (Grade 3) Concept 6: Comprehension Strategies</p> <p>PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.</p> <p>Strand 3: Comprehending Informational Text (Grade 3) Concept 1: Expository Text</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>Strand 3: Comprehending Informational Text (Grade 4) Concept 1: Expository Text</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (<u>Connected to Research Strand in Writing</u>)</p>

10. Comprehend grade-level mathematics word problems.	Comprehend <u>many</u> grade-level mathematics word problems.		no correlation
11. Comprehend content area words.	<p>Comprehend <u>many</u> content area words.</p> <p>Comprehend <u>many</u> content area words including <u>grade-level math</u> vocabulary.</p> <p>Comprehend <u>many</u> content area words including <u>grade-level science</u> vocabulary.</p> <p>Comprehend <u>many</u> content area words including <u>grade-level social studies</u> vocabulary.</p>		no correlation
12. Restate mathematical symbolic representations into words or sentences.	<u>Often</u> restate mathematical symbolic representations into words or sentences.		no correlation

ELP Standards Teachers' Guide

Reading

ELL IV (Correlates to Grades 6-8)

ELL IV Vocabulary

Standard: The student will acquire English language vocabulary and use it in relevant contexts.

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	Determine the effect of affixes on root words. <u>Sometimes</u> apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	<ul style="list-style-type: none"> Examples of affixes: <i>anti, bene, auto, populous, astro, theo.</i> 	Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary PO 1. Determine the effect of affixes on root words.
2. Distinguish between the denotative and connotative meanings of grade-level words.	Know the difference between the denotative and connotative meanings of grade-level words. <u>Sometimes</u> distinguish between the denotative and connotative meanings of grade-level words.		Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
3. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms.	Recognize simple analogies and similes in literature and texts in content areas. <u>Sometimes</u> determine the meaning of figurative language, including similes, metaphors, personification, and idioms	<ul style="list-style-type: none"> Example of a simile: <i>fly like a bird.</i> Example of a metaphor: <i>The doctor inspected the injury with an eagle eye.</i> 	Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.

<p>4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms.</p>	<p>Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms.</p>	<ul style="list-style-type: none"> • Have students use standard dictionary to determine meanings and pronunciations of <u>unknown</u> words. • Examples of unknown words: <i>words with multiple meanings, idioms</i>). 	<p>Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>
<p>5. Interpret the intended meaning of grade-level words with multiple meanings.</p>	<p>Interpret the intended meaning of <u>many</u> grade-level words with multiple meanings <u>using word, sentence, and paragraph clues</u>.</p> <p>Interpret the intended meaning of <u>many</u> grade-level words with multiple meanings <u>using text structures</u> such as definition, and example.</p>		<p>Strand 1: Reading Process (Grade 6) Concept 4: Vocabulary</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast)., example, restatement, or contrast).</p>
<p>6. Know the meaning of multiple-meaning grade-level words that have a different meaning in mathematics.</p>	<p>Know the meaning of <u>some</u> multiple-meaning grade-level words that have a different meaning in mathematics.</p>	<ul style="list-style-type: none"> • Examples: <i>acute, obtuse, table, variable, similarity, factor, plane, function</i>. 	<p>no correlation</p>

<p>7. Recognize words that signal the following text organizational structures:</p> <ul style="list-style-type: none"> • cause and effect • chronological sequences • comparison and contrast • description • problem and solution 	<p><u>Sometimes</u> recognize words that signal the following text organizational structures:</p> <ul style="list-style-type: none"> • cause and effect • chronological sequences • comparison and contrast • description • problem and solution 	<ul style="list-style-type: none"> • Example of words signaling cause and effect: <i>because, if...then, for this reason, consequently, due to, accordingly.</i> • Example of words signaling chronological sequence: <i>first, after, following, during, when, then.</i> • Example of words signaling comparison and contrast: <i>but, however, similar to, in common, on the other hand, less than.</i> • Example of words signaling description: <i>as in, such as, appears to be, above, under.</i> • Example of words signaling problem and solution: <i>one answer, a resolution, therefore, in order to.</i> 	<p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>
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ELL IV Comprehending Text

Standard: *The student will analyze text for expression, enjoyment, and response to other related content areas.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Identify the theme and point of view of a literary selection.	<p>Follow the sequence of narration in text.</p> <p>Describe the plot and its components, and the setting of a literary selection.</p> <p>Identify the theme and point of view of a literary selection.</p>	<ul style="list-style-type: none"> Examples of text: <i>popular newspaper, magazine articles, and popular easy fiction.</i> Examples of themes in a literacy selection: <i>moral, lesson, meaning, message, view or comment on life.</i> 	<p>Strand 2: Comprehending Literary Text (Grade 6) Concept 1: Elements of Literature</p> <p>PO 2. Identify the theme in works of prose, poetry, and drama.</p> <p>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>
2. Describe a character's traits using textual evidence.	<p>Identify major and minor characters in literary works.</p> <p>Distinguish between major and minor characters and identify qualities of key characters.</p> <p>Describe a character's traits using textual evidence.</p>	<ul style="list-style-type: none"> Examples of textual evidence: <i>dialogue, actions, narrations.</i> 	<p>Strand 2: Comprehending Literary Text (Grade 6) Concept 1: Elements of Literature</p> <p>PO 3. Describe the motivations of major and minor characters.</p>
3. Describe the structural elements of poetry.	<p>Identify the structural elements of poetry.</p> <p>Describe the structural elements of poetry.</p>	<ul style="list-style-type: none"> Examples of structural elements of poetry: <i>imagery, rhyme, verse, rhythm, meter, stanza, scheme, line breaks.</i> 	<p>Strand 2: Comprehending Literary Text (Grade 6) Concept 1: Elements of Literature</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p>

<p>4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text.</p>	<p>Identify the purpose, main ideas, key words, and important details in text that requires <u>some level of inference</u>.</p> <p>Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text.</p>	<ul style="list-style-type: none"> Have students identify the main ideas, key words, and important details in short expository text on a familiar topic. 	<p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 9. Draw valid conclusions about expository text, supported by text evidence.</p>
<p>5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p>Follow <u>a set of</u> written multiple-step instructions to perform routine and less routine procedures.</p> <p>Follow <u>a set of</u> written multiple-step instructions including directions for lab investigations in <u>science</u>.</p> <p>Follow <u>a set of</u> written multiple-step instructions including <u>math</u> instructions for problem solving.</p> <p>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>		<p>Strand 3: Comprehending Informational Text (Grade 6) Concept 2: Functional Text</p> <p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>

<p>6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text.</p>	<p>Identify persuasive words in text intended to influence readers' opinions and actions.</p> <p>Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions.</p> <p>Distinguish fact from opinion in persuasive text by providing supporting evidence from text.</p>		<p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>
<p>7. Access and locate specific information from informational and functional text.</p>	<p>Access and locate specific information from informational and functional text by using organizational structures of text, including:</p> <ul style="list-style-type: none"> • table of contents, • indexes, • glossaries, • titles, • diagrams, • graphics, • appendixes, • headings, • captions, • key words, • cause and effect, • chronological order, • comparison and contrast, • and logical order. 		<p>Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text</p> <p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>
<p>8. Navigate text that includes factual information with unfamiliar names and events.</p>	<p>Navigate text that includes factual information with <u>many</u> unfamiliar names and events.</p>		<p>no correlation</p>

9. Interpret graphic sources of information.	Interpret <u>many</u> graphic sources of information.	<ul style="list-style-type: none"> Examples of graphic sources: <i>charts, timelines, tables, maps, graphs, and diagrams.</i> 	Strand 3: Comprehending Informational Text (Grade 6) Concept 1: Expository Text PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <i>(Connected to Research Strand in Writing)</i>
10. Translate a sentence written in context into an algebraic equation.	Translate a sentence written in context into an algebraic equation involving <u>one</u> operation.	<ul style="list-style-type: none"> Have students practice translating a written phrase into a simple mathematical <i>statement</i>. Have students practice translating a written phrase into a simple mathematical <i>expression</i>. 	no correlation
11. Comprehend grade-level mathematics word problems.	Comprehend <u>some</u> grade-level mathematics word problems.		no correlation
12. Comprehend content area words.	Comprehend <u>some</u> content area words. Comprehend <u>some</u> grade-level math vocabulary. Comprehend <u>some</u> grade-level science vocabulary. Comprehend <u>some</u> grade-level social studies vocabulary.		no correlation

ELP Standards Teachers' Guide

Reading

ELL V (Correlates to Grades 9-12)

ELL V Vocabulary

Standard: The student will acquire English language vocabulary and use it in relevant contexts.

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	<u>Consistently</u> apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	<ul style="list-style-type: none"> Examples of affixes: <i>anti, bene, auto, populous, astro, theo, equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage.</i> 	Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).
2. Define the denotative and connotative meanings of grade-level words.	Distinguish between the denotative and connotative meanings of grade-level words. <u>Consistently</u> define the denotative and connotative meanings of grade-level words.		Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary PO 3. Distinguish between the denotative and connotative meanings of words.
3. Determine the meaning of figurative language and how the writer's word choice affects the meaning of the text.	<u>Consistently</u> determine the meaning of figurative language, including similes, metaphors, personification, and idioms. Determine how the writer's word choice affects the meaning of the text.		Strand 1: Reading Process (Grade 8) Concept 4: Vocabulary PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.

<p>4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms, and antonyms, parts of speech, and correct spellings of words.</p>	<p>Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms, and antonyms, parts of speech, and correct spellings of words.</p>		<p>Strand 1: Reading Process (Grade 9) Concept 4: Vocabulary</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>
<p>5. Interpret the intended meaning of grade-level words with multiple meanings.</p>	<p>Interpret the intended meaning of <u>some</u> grade-level words with multiple meanings using word, sentence, and paragraph clues.</p> <p>Interpret the intended meaning of <u>some</u> grade-level words with multiple meanings using text structures such as definition, example, restatement, comparison/contrast, and cause/effect.</p>		<p>Strand 1: Reading Process (Grade 8) Concept 4: Vocabulary</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>
<p>6. Know the meaning of multiple-meaning grade-level words that have a different meaning in mathematics.</p>	<p>Know the meaning of <u>some</u> multiple-meaning grade-level words that have a different meaning in mathematics.</p>	<ul style="list-style-type: none"> Examples: <i>factor, plane, function.</i> 	<p>no correlation</p>

ELL V Comprehending Text

Standard: *The student will analyze text for expression, enjoyment, and response to other related content areas.*

Language Skills The student is able to:	Performance Objectives The student is able to:	Themes, Topics, and Teaching Strategies	Correlating Academic Language Arts Content Objectives
1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood of the text.	<p>Identify the theme (e.g., <i>moral, lesson, meaning, message, view or comment on life</i>) and point of view of a literary selection.</p> <p>Recognize and describe <u>multiple</u> themes in literary works from various cultures.</p> <p>Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood of the text.</p>		<p>Strand 2: Comprehending Literary Text (Grade 8) Concept 1: Elements of Literature</p> <p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>
2. Compare and contrast characters' key qualities and points of view across a variety of literary works.	<p>Describe a character's <u>traits</u> using textual evidence (e.g., <i>dialogue, actions, narrations</i>).</p> <p>Describe characters' <u>motivations</u> and how a character's traits influence a character's actions.</p> <p>Compare and contrast characters' key qualities and points of view across a variety of literary works.</p>		<p>Strand 2: Comprehending Literary Text (Grade 8) Concept 1: Elements of Literature</p> <p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p> <p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p>

<p>3. Describe the meaning and characteristics of various forms of poetry.</p>	<p>Describe the <u>structural elements</u> of poetry.</p> <p>Identify various <u>characteristics</u> of poetry, including alliteration, assonance, and figurative language.</p> <p>Describe the meaning and characteristics of <u>various forms</u> of poetry.</p>	<ul style="list-style-type: none"> • Examples of structural elements: <i>stanza, verse, rhyme scheme, rhythm, line breaks.</i> • Examples of various forms of poetry: <i>epic, lyric, sonnet, free verse.</i> 	<p>Strand 2: Comprehending Literary Text (Grade 8) Concept 1: Elements of Literature</p> <p>PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p>
<p>4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence.</p>	<p>Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text.</p> <p>Summarize the essential elements of text in logically connected sentences, including the organization of text and logical links between and among paragraphs.</p> <p>Make relevant inferences by synthesizing concepts about expository text, supported by text evidence.</p>		<p>Strand 3: Comprehending Informational Text (Grade 8) Concept 1: Expository Text</p> <p>PO 10. Make relevant inferences about expository text, supported by text evidence.</p>

<p>5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question.</p>	<p>Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous.</p> <p>Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question.</p>		<p>Strand 3: Comprehending Informational Text (Grade 8) Concept 2: Functional Text</p> <p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>
<p>6. Evaluate the adequacy, effectiveness, and accuracy of the supporting facts and details, including identifying instances of author propaganda and bias.</p>	<p>Distinguish fact from opinion in persuasive text by providing supporting evidence from text.</p> <p>Determine author's perspective; distinguish between sound generalizations and oversimplifications or bias.</p> <p>Evaluate the adequacy, effectiveness, and accuracy of the supporting facts and details, including identifying instances of author propaganda and bias.</p>		<p>Strand 3: Comprehending Informational Text (Grade 8) Concept 2: Functional Text</p> <p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p>Strand 3: Comprehending Informational Text (Grade 8) Concept 3: Persuasive Text</p> <p>PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.</p> <p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p> <p>PO 4. Identify specific instances of bias in persuasive text.</p>

<p>7. Compare and contrast the organizational structures of text.</p>	<p>Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order.</p> <p>Compare and contrast the organizational structures of text, including cause/effect, chronological order, comparison/contrast, logical order, description, and problem/solution.</p>		<p>Strand 3: Comprehending Informational Text (Grade 8) Concept 1: Expository Text</p> <p>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</p>
<p>8. Interpret a variety of graphic sources of information.</p>	<p>Interpret <u>components</u> of various graphic sources of information such as legends, keys, scales, and captions.</p> <p>Interpret <u>a wide variety</u> of graphic sources of information including political cartoons and other types of illustrations.</p>	<ul style="list-style-type: none"> Examples of graphic sources of information: <i>charts, timelines, tables, maps, graphs, and diagrams.</i> 	<p>Strand 3: Comprehending Informational Text (Grade 8) Concept 1: Expository Text</p> <p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>

9. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa.	<p>Translate a sentence written in context into an algebraic equation involving <u>one</u> operation.</p> <p>Translate a sentence written in context into an algebraic equation involving <u>two</u> operations.</p> <p>Translate a written sentence or phrase into an algebraic equation or expression, and vice versa.</p>		no correlation
10. Comprehend grade-level mathematics word problems.	<p>Comprehend <u>some</u> grade-level mathematics word problems.</p>		no correlation
11. Comprehend content area words.	<p>Comprehend <u>some</u> content area words.</p> <p>Comprehend <u>some</u> grade-level math vocabulary.</p> <p>Comprehend <u>some</u> grade-level science vocabulary.</p> <p>Comprehend <u>some</u> grade-level social studies vocabulary.</p>		no correlation